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ABSTRACT

This study examined the design of associate deans' positions within the context of the top 50 colleges and schools of education, focusing on three design parameters (job specialization, formalization of behavior in carrying out the job, and training and indoctrination required for the job). Researchers examined data derived from a compilation of organizational charts of the top 50 colleges and schools of education as identified by "U.S. News and World Report," which provides detail on the functions and duties of each position, and a national survey of 1,440 deans regarding their organization, staffing patterns, span of control, and dean's leadership team. Participants were 131 associate deans from 49 colleges and schools of education. Data analysis indicated that the division of labor was frequently divided among two or three associate deans. Number of associate deans appeared to be based on type of university, size of college or school, and degree of university centralization or decentralization of administrative duties. Dean behavior was highly formalized by function. The indoctrination of deans was relatively nonexistent. For the most part, associate deans were informally socialized on the job. (Contains 50 references.) (SM)

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ED 452 171

Running head: DESIGN OF ASSOCIATE DEANS' POSITIONS

How Associate Deans' Positions are Designed within the Context of the Top 50 Colleges and Schools of Education

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How Associate Deans' Positions are Designed within the Context of the Top 50 Colleges and Schools of Education

The higher education literature abounds with research and commentary about the academic deanship (Anderson, 1997a; Dibden, 1968; Gmelch, 2000; Gould, 1964; Martin, Samels, & Associates, 1997; Mobberley & Wicke, 1962; Tucker & Bryan, 1991). As executives in higher education, academic deans have been subjects in studies on various aspects of the position. Less attention has been given to the administrative support staff that enables deans to sustain the mission of the college or school; particularly of interest are the positions of associate and assistant deans. Resulting from the increasing complexity of the organization and governance of colleges and schools, associate and assistant deans have been advanced to greater involvement in all aspects of collegiate administration (Applegate & Book, 1989; Ayers & Doak, 1986).

While the literature is extant on the organization and governance of higher and postsecondary education, relatively little is known about the people who provide support for the leaders of colleges and schools (Applegate & Book, 1989). Considering the importance of these positions to the administration of colleges and schools, it is critical to learn more about them. In the context of this paper the term associate dean will be used to encapsulate both the assistant and associate deans' position "because associate and assistant dean positions have many commonalities" (George & Coudret, 1986, p. 173).

The purpose of this study is to disentangle the organization and governance of colleges and schools of education as it pertains to the associate dean's position. More specifically, the design of associate deans' positions will be examined within the context of the Top 50 colleges and schools of education (U.S. News and World Report, 1999).

This study is part of a two-phase inquiry on the associate dean's position: (1) determine how associate deans' positions are designed within the context of the Top 50 colleges and schools of education; and (2) explore any differences that may exist among these colleges and schools.

This will be achieved by examining data derived from two sources: (1) a compilation of organizational charts of the Top 50 colleges and schools of education as identified by U. S. News and World Report which provides detail of the functions and duties of each position; and (2) a national survey of 1440 deans (from research universities to liberal arts colleges) regarding their organization, staffing patterns, span of control, and dean's leadership team (Gmelch, Wolverton, Wolverton, & Hermanson, 1996). Three design parameters of individual positions developed by Mintzberg (1983) will be used to examine how associate deans' positions are designed: (1) the specialization of the job; (2) the formalization of the behavior in carrying out the job; and (3) the training and indoctrination required for the job. Both sets of data will be used to shed light on the design of the associate dean's position and provide guidelines for organization of the dean's office.

Associate Deans in the Literature

The literature on associate deans was reviewed for clarification on the position. An extensive search of the literature yielded 11 studies, one of which specifically explored associate deans of colleges and schools of education (Koerner & Mindes, 1997). Therefore, there are direct referents to the work of associate deans. The experiences of an associate dean working in a public ivy (Anderson, 1997b), decreases in the number of associate deans at technical colleges (Neumann & Roberts, 1996), and integration efforts

of the public schools in the south (Watkins, 1971) are depicted in the literature. The literature is more concerned with an anedoctal representation of the associate dean's position, versus empirically guided inquiries. Several studies did not focus on issues related specifically to associate deans. Rather, associate deans were sources of information as subjects or part of a larger study. The topics of these studies included issues of occupational stress (Blix & Lee, 1991), student satisfaction with advising (Fielstein & Lammers, 1992), and the presence of African American women in decision-making positions (Lindsay, 1994).

Insights into why the position of associate deans was created are provided in the literature. One reason offered for the creation is to help cope with increased workloads for the college or school (Ayer & Doak, 1986). Specific to colleges and schools of education, the increased number of students entering teacher education in the 60s, the increase of graduate students in the 70s, and the shift to accountability standards in the 80s were contributing factors. A second reason is based on the three fundamental functions of higher education: teaching, research, and service (Ayers & Doak, 1986). With the addition of associate deans with delegated responsibilities in each of these areas, colleges and schools help to ensure that they adhere to these three functions.

A third reason is the transformation of the dean's role from academic leader to chief executive officer (Applegate & Book, 1989), which has also contributed to the advent of associate deans, along with executive secretaries, and receptionist for the dean's team. As a result, associate deans typically are given the responsibility of management and not leadership. Subsequently, two processes are used in the initial appointment of associate deans: (1) a study of the organization's structure and function is

used to guide the process and a position description is developed; and (2) the need for administrative assistance is observed because the increase in size and complexity of the college and school leads to the development of the position without a job description (George & Coudret, 1986). The latter seems to be more common for the colleges and schools in this study.

The associate dean's position was often characterized in the literature as mid-level administrators that occupy roles subject to multiple demands from multiple subsystems (George & Coudret, 1986). Moreover, the role of the associate dean has been compared to the demonstrated skills of transaction leaders – who take care of routines, doing things right (Koerner & Mindes, 1997). When disconjoining the operational definition of associate deans for this study, Ayers and Doak (1986) found that on average associate deans were in some type of line relationship to the dean, while assistant deans were in staff positions. Terry (1977) defines line authority as the superior-subordinate relationship that is evident in most organizations. Also, a staff position is seen as aids to support line authority (Terry, 1977).

Associate deans participate in a wide range of management oriented, and on occasions, leadership activities for the college or school. Quite often these responsibilities are with academic programs or services. This is in conjunction with the engagement in faculty roles of teaching, research, and service (George & Coudret, 1986). There is potential for conflict with regard to the associate dean's retained faculty role. Teaching a course is frequently included as part of the associate dean's expected role (Goerge & Coudret, 1986). Understanding the significant role of this position in the college or school, an important and related issue to address is that persons holding the position have

little or no formal preparation for academic leadership (Applegate & Book, 1986). Goerge and Coudret (1986) suggest further education in management, budgeting, and higher education as a means of enhancing role development. Therefore, associate deans largely attribute career development and advancement to mentors and the mentoring process (Applegate & Book, 1989; Moore, 1982; Rodriguez, 1996).

Identified in the literature as well are several drawbacks to the associate dean's position. Koerner and Mindes (1997) depicted associate deans analogously to being "helpers" and "shadows" of the dean. Furthermore, due to their unique position associate deans must be tactful in the establishment of relationships among students, faculty, administration, and the university community. Additionally, because of the lack of personal and legitimate power associate deans must work delicately with faculty. It is not uncommon for associate deans to question whether they are still faculty. Associate deans are considered faculty when one wants to diminish their authority, but are not when they are delegated administrative tasks (Koerner & Mindes, 1997).

Role ambiguity is not uncommon to academic leadership positions (Gmelch, Wolverton, Wolverton & Sarros, 1999; Wolverton, Wolverton & Gmelch, 1999; Gmelch & Torelli, 1994). Role ambiguity is conceptualized as the lack of clarity of role expectations and the degree of uncertainty regarding the outcomes of one's performance (Rizzo, House, & Litzman, 1970). Associate deans generally report to the dean, but frequently role responsibilities are not clear and mutual agreement about role functions is not established (Goerge & Coudret, 1986). Koerner and Mindes (1997) compare the role ambiguity to "unmapped territory." In order to reduce the ambiguity and ensure a balance life, George and Coudret (1986) recommend that associate deans develop a strong

support system to ensure time for family, friends, and activities that provide personal satisfaction in their life.

Associate Deans' Relationship to the Deanship

Associate deans are extensions of the executive behavior of academic deans through delegation (Jackson, 2000). The dean's own actions must create high expectations of quality instruction, research and public service (Fullerton, 1978). It is also very clear that the dean is expected to be a stellar academician (American Association of Colleges of Nursing, 1981; Gould, 1964; Pine, 1980) and an "academic planner" (e.g., set priorities and alternatives for future academic endeavors) (Ehrle, 1979; Enarson, 1968). Associate deans work with their deans to achieve these objectives as well as foster scholarship among faculty and students (Patti, 1997).

Deans roles have also expanded over the past two past decades into external and political arenas. More than ever deans are called upon to build constituent involvement, ensure alumni support, manage the political forces, and represent the college to central administration, all requiring that deans interface with groups outside the college, and in many instances, peripheral to the university (Wolverton & Gmelch, 2001). As external pressures require the presence of the dean, many of the internal functions and operation has been delegated to associate deans. The single leader (The dean) is a great myth in college leadership. Associate deans and deans form the critical leadership team needed to advance colleges and schools of education in these challenging times.

Theoretical Framework

Conceptualizations derived from three design parameters of individual positions within organizations (Mintzberg, 1983), provide a frame for viewing the associate dean's

role in colleges and schools of education. The parameters of job specialization, behavior formalization, and training and indoctrination (socialization) have been selected to provide the framework for analyzing the design of the associate dean's position.

Job Specialization

Job specialization consist of two dimensions: (1) breath or scope - how many different tasks and how broad or narrow is each of these tasks (horizontal job specialization) and (2) depth - control over work (vertical job specialization). Horizontal job specialization is the predominant form of division of labor that is an inherent part of every organization, and every human activity. The outcomes of horizontal job specialization are increased productivity, standardization of work from repetition, and focused attention on the worker. A prime example is working on an assembly line, each person is responsible for a different component of the final product. Vertical job specialization separates the performance of the work from the administration of it, simply the carrying out of activities. For example, when a chef is to prepare an order, he or she simply follows the recipe and prepare the dish as requested.

Job specialization creates a number of problems, most notably are communication and coordination. It is quite difficult to work across very specialized positions. As a result, there are methods to expand the position called job enlargement. These are attempts to address the problems associated with job specialization. Horizontal job enlargement would include the worker engaging in a wide variety of tasks associated with producing products and services. Vertically, job enlargement would entail the worker carrying out more tasks, but they also gain more control over them.

Behavior Formalization

The formalization of behavior translates to the standardization of work processes for a particular position. There are three basic ways to formalize behavior: (1) by the position (job itself); (2) by the workflow (work); and (3) by rules (rules, regulations, and policies). Formalizing behavior leads to vertical specialization, because the worker simply carries out prescribed activities. Organizations formalize behavior to reduce its variability, ultimately to predict, and control it. Formalization is used to promote efficient procedures for organizations. However, problems do exist for behavior formalization. For example, people are inherently composed to reject formalization and impersonalization (see authors such as Argyris, Bennis, Crozier, Likert, McGregor, & Simon). The more stable and repetitive the work, the more programmed it is, and the more bureaucratic is the part of the organization that contains it. Behavior formalization is most common in the operating core of the organization (e.g., central office and dean's office). For instance, deans and associate deans operate within the core of the college or school; therefore, the work processes has been standardized to promote efficiency.

Training and Indoctrination (Socialization)

The third parameter training and indoctrination (socialization) is conceptualized as the specifications of the requirements for holding a position. Training specifically refers to the process by which job-related skills and knowledge are taught. Training is a key design parameter in all work we call professional. Professionals are trained over long periods of time, before they ever assume their positions. Once potential incumbents have demonstrated the required behavior, they are certified by the professional association as an appropriate candidate for the position. Professional training seldom imparts all the

required knowledge and skills; therefore, some kind of on-the-job training takes place before the person is considered fully trained and assumes full responsibility for the position.

Indoctrination (socialization) is conceptualized as the process by which organizational norms are acquired. Socialization refers to "the process by which a new member learns the value systems, the norms, and the required behavior patterns of the society, organization, or groups which he or she is entering" (Schein, 1968, p. 3). Hence, socialization is strongly guided and related to the culture of the organization. Additionally, indoctrination (socialization) programs are particularly important where jobs are sensitive or remote, and where the culture and ideology of the organization demands a strong loyalty to it.

Methodology

Subjects

The subjects were 131 associate deans of colleges and schools of education. The criterion for selection was that the associate deans were employed at a college or school of education identified in the Top 50 by U. S. News and World Report in 1999. There were actually 51 colleges and schools identified for this particular year, and 49 were usable for this study.

U. S. News and World Report. *U. S. News and World Report* evaluates graduate programs in five disciplines each year: business, education, engineering, law, and medicine. The U. S. News and World Report's rankings were chosen because they are considered credible and current -- conducted each year in the absence of other graduate school rankings. While the National Research Council (NRC) conducts a large-scale

study of Ph.D. programs every 10 years, Rogers and Rogers (1997) found that the U. S. News and World Report rankings are just as credible as those produced by NRC and uses a much more elaborate methodology.

The U. S. News and World Report rankings of the nation's 187 graduate education programs are based on a weighted average of 14 measures of quality under six broad areas of consideration. First, reputation (consisting of 40% of the total measure) is measured by two surveys: (1) education deans and associate deans are asked to rate the reputation of graduate education programs; and (2) school superintendents in a sampling of districts with at least 5,000 students are asked to select the 25 best programs. Second, (with 20% weighting) is student selectivity, assessed by using the mean verbal, analytical, and quantitative GRE scores and the proportion of applicants accepted. Third, faculty resources (20%) is assessed by the ratio of full-time Ph.D. and master's candidates to full-time faculty; the percent of faculty awarded Spencer Foundation-Young Faculty, Fulbright, Guggenheim, Humboldt, or American Education Research fellowships in the past two years; the number of doctoral and master's degrees granted in the past school year; and the proportion of students who are Ph.D. candidates.

Fourth, with 20%, is research activity estimated by the total research expenditures and expenditures per faculty member. Expenditures refer to separately funded research, public and private, conducted by the school averaged over the previous two fiscal years. Fifth, overall rank is standardized scores that were weighted, totaled, and rescaled so that the top school received 100%; other schools received their percentage of the top score. Lastly, education deans are asked to identify 10 schools with the best programs in each area for the specialty rankings.

The subjects who were associate deans at the time of data collection were 73 males (55.7%) and 58 females (44.3%). Racial background data was not collected due to the limitations of the data collection process (to be detailed later in the paper). Subjects were treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 1992). No subject names or identifying characteristics were used in reporting the results of this study.

Missing Data. All of the associate deans' positions for the Top 50 colleges and schools of education are represented in the data set. However, due to anomalous situations some data is missing. Two of the universities identified on the list of Top 50 (actually 51), did not have a college and school of education, instead they had departments of education. As a result, they did not have deans or associate deans (explaining why only 49 colleges and schools are contained in the database). Furthermore, three associate dean positions were vacant, yielding additional missing data. There were no attempts to account for any of this missing data in the analysis stage.

Data Collection

Research data were collected through the use of organizational charts and web page searches. Permission to conduct the study was obtained from the university's Committee on the Rights of Human Subjects in Research. The request for organizational charts was administered via electronic mail, including a letter explaining the purpose of the study and assuring confidentiality.

In the spring of 1999 the initial request for participation was sent. Two additional follow-up reminders where sent, one more in the spring, and the other early in the summer semester. Thirty-one (60.8%) institutions provided organizational charts of their

college or school of education. The remaining information was obtained with the use of the college or school's web page. The organizational charts and web page data were used to create the Top 50 Associate Deans Database (TADD), from which the analyses of this study were derived.

Data Analysis

All statistics were computed using the software Statistical Package for the Social Sciences (SPSS). A database was created (TADD) with 49 cases (colleges or schools) and six variables that represent comparable data for Mintzberg's three design parameters (i.e., Rank, # of A, Job, Training, Area, and Gender). The variables are explained in detail in Table 1. Descriptive statistics (means, percentages, and sums) were used to examine the extent to which these data on the associate deans related to the three design parameters.

Table 1. Variable Definitions

Rank:	A continuous variable that identifies school rank.
# of A:	A continuous variable that identifies the number of associate deans employed.
Job:	A categorical identifier of behavior formalization, 1= function, 2=subject area, and 3=both
Training:	A categorical identifier of degree attainment, 1=Ph.D., 2=Ed.D., 3=Masters, 4=Bachelors, and 5=Other.
Area:	A categorical identifier of area of academic appointment, 1=Administration/Supervision, 2=Social/Philosophical Foundations, 3=Educational Psychology, 4=Elementary Education, 5=Secondary Education, 6=Higher Education Administration, 7=Special Education, 8=Vocational/Technical, 9=Counseling/Personnel Services, 10=Curriculum/Instruction, and 11=Other.
Gender:	1=male, 0=female.

Limitations of the Study

An important limitation of this study is the use of only the Top 50 colleges and schools of education. Arguments are made within the study expressing why the findings may apply to all associate deans and academic leaders; however, until the findings are tested with those other positions no definitive statements can be made in this regard. A second limitation is the study focused primarily on research universities. The findings may apply to associate deans of other institutional types, but they will be biased toward associate deans that fit the above two criteria. A third limitation is the limited data available on organizational charts and web pages. Due to these constraints, each associate dean could only be observed through these lenses. Therefore, the findings represent situational accuracy to the extent of what was currently available on these two sources.

Findings

Job Specialization

Mintzberg's job specialization design parameter extrapolates the division of labor among the dean's team. This division of labor is believed to help increase productivity. TADD will be used to explore to what degree associate deans' positions conform to this design parameter. Based on the statistics estimated with the use of TADD, the mode of associate deans employed by the Top 50 colleges and schools of education ranged from one to eight. Table 2 shows a detailed distribution of the number of associate deans employed.

Table 2. Number of Associate Deans in Colleges

Number of ADs in Colleges	Frequency (# of Colleges)	Percent of Colleges
1	9	18.4
2	15	30.6
3	15	30.6
4	3	6.1
5	5	10.2
6	1	2.0
8	1	2.0
Total	49	100.0

The organizational pattern of associate deans in the Top 50 colleges and schools of education is discussed in this subsection. Fifteen (30.6%) institutions employed two associate deans, while another fifteen employed three associate deans (30.6%). These two modes totaled 61.2% of the institutions contained in TADD. On a national average, schools/colleges of education in research, comprehensive, and bachelor institutions combined averaged one associate dean, two directors/coordinators and five department chairs (Gmelch, Wolverton, Wolverton & Hermanson, 1996). Thus, the Top 50 schools and colleges tend to be larger or fulfill more functions than other colleges or schools of education.

The associate deans under study tended to provide direct assistance to the dean of the college or school. The most common functions for these positions were in the areas of: administration, research, student affairs, teacher education, external affairs, graduate programs, undergraduate programs, budget and finance, and academic programs. The two most common patterns among the Top 50 colleges and schools of education are shown in Figures 1 and 2.

Figure 1. Two Associate Deans' Model

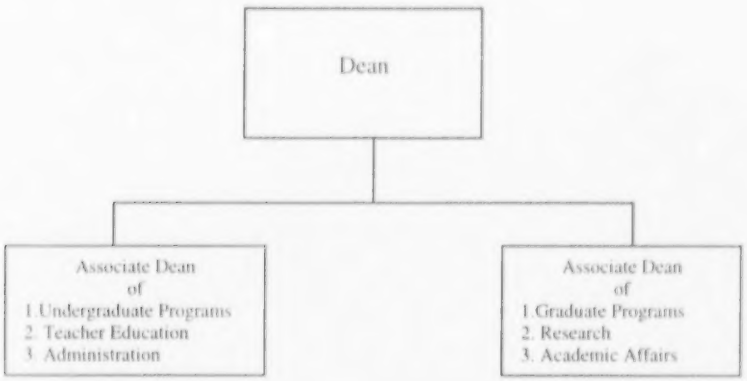
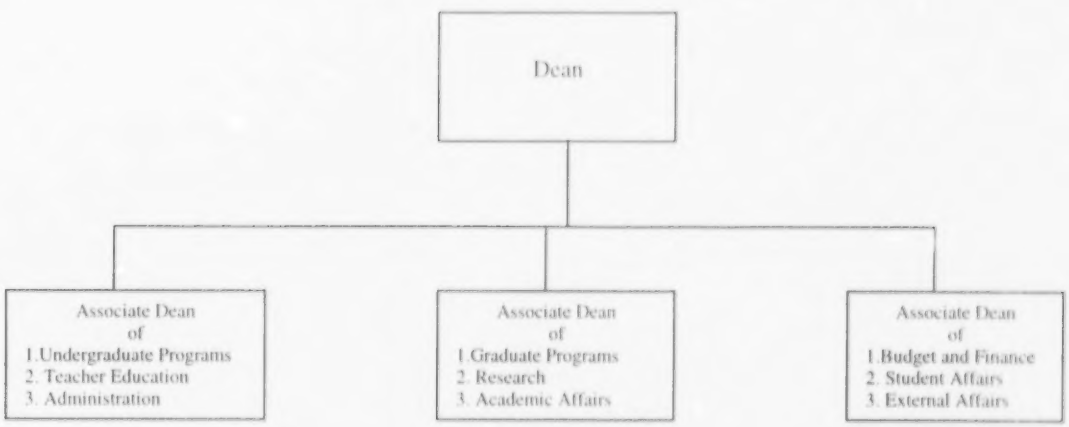


Figure 2. Three Associate Deans' Model



The associate dean's position in the Top 50 colleges and schools of education was highly specialized horizontally. The abridged organizational charts above clearly show a division of labor, which is in line with horizontal job specialization. These positions have little vertical job specialization, because associate deans assume more responsibility than simply carrying out activities. Additionally, associate dean positions exhibited horizontal and vertical job enlargement. Associate deans perform a wide variety of tasks, and participate in more tasks, and assume more control over them. Associate deans' positions

match appropriately where Mintzberg's design parameter suggests professional jobs are located in his job specialization matrix: the lower left hand quadrant - high horizontal specialization and low vertical specialization (see Figure 3 for details).

Figure 3. Job Specialization Matrix

		Horizontal Specialization: High	Horizontal Specialization: Low
Vertical Specialization	High	Unskilled jobs (operating core and staff units)	Certain lowest-level managerial jobs
	Low	Professional jobs (operating core and staff units)	All other managerial jobs

Behavior Formalization

The behavior formalization parameter examines the degree of decision-making power or latitude of choices for organizational positions. As noted earlier, three methods are used to formalize behavior: (1) the position; (2) the work; and (3) rules. The first two methods are most applicable to associate deans' positions because rules are less emphasized in higher and postsecondary education, because it is guided by a culture of collegiality and academic freedom.

The variable of behavior formalization distinguishes whether the workflow and/or position is designed by function, subject area, or a combination of both. Function refers to the performance of any special purpose or office duty (e.g., student affairs). Subject area is a matter presented for consideration, discussion, or study (e.g., teacher education). The combination of both is when a college or school did not discretely use just function or subject area for behavior formalization, but both.

The colleges and schools contained in TADD overwhelmingly used function as a method of behavior formalization. Thirty-three (67.3%) of the colleges and schools chose this method of organization (i.e., administration and external affairs), while two (4.1%) used subject area only as a method for formalizing behavior (i.e., teacher education and graduate education). The remaining 14 (28.6%) used a combination of both function and subject areas as behavior formalization methods.

Training and Indoctrination (Socialization)

The third parameter addresses the specifications of the requirements for holding an associate dean's position. For the most part, colleges and schools of education specify what knowledge and skills associate deans must have and what norms they must exhibit. This, in turn, helps to establish recruiting and selection processes to screen applicants in reference to position requirements. Furthermore, institutions can develop programs to provide training for those holding associate dean's positions.

George and Coudret (1986) found that the role preparation of associate deans usually includes doctoral study, teaching, previous administrative assignments, scholarly accomplishments, and leadership responsibilities in a variety of roles. An exploratory search of job advertisements for associate deans' positions in education was undertaken to find common qualifications requested in The Chronicle of Higher Education. The following was found: at least three years of relevant administrative experiences; should be qualified for appointment as a tenured faculty member in one of the departments in the college or school; a strong record of research activity and teaching; and demonstrated knowledge of current trends and issues in education.

In examining the academic training of associate deans in TADD the following was found. To provide consistency with using U.S. News and World Report the specialty areas' rankings were used as categories for academic training. The top five frequently occurring specialty areas will be high-lighted in this section (see Table 3 for more details). Curriculum/Instruction was found to be the most frequent area of academic preparation for associate deans. The "other" category included such disciplines as health and human performance, business, law, finance, and so on. Both of these areas included 25 associate deans each constituting 19.1%, respectively. Teacher education consisted of 19 cases (14.5%) which is a combination of the elementary and secondary education specialty areas. Educational Psychology and Higher Education both represented 16 associate deans (12.2%).

Table 3. Academic Background of Associate Deans

AD's Field of Specialization	Frequency (# of ADs)	Percent of Associate Deans
Administrative Supervision	4	3.1
Social/Philosophical Foundations	10	7.6
Educational Psychology	16	12.2
Elementary Education	9	6.9
Secondary Education	10	7.6
Higher Education Administration	16	12.2
Special Education	7	5.3
Vocational/Technical	1	.8
Counseling/Personal Services	8	6.1
Curriculum/Instruction	25	19.1
Other	25	19.1
Total	131	100.0

The level of training was assessed by examining the highest degree attained. The degree of choice by most that were associate deans in the Top 50 colleges and schools of education was the Doctor of Philosophy (69.5%). Subsequently, twelve (9.2%) held Ed.Ds, mostly from institutions like Harvard, Stanford, and Columbia. Thirty-four or 18.3% held masters degrees. While bachelors degrees and "other" each constituted 1.5%. "Other" in this particular variable accounted for associate deans with a Juris Doctorate.

In reference to indoctrination (socialization) into the position, no data was available on the organizational charts or web pages. Additionally, e-mail and phone call inquires to the associate deans revealed no additional information. The socialization experience is indeed an area for which little emphasis has been placed in academe. Socializing associate deans is not an easy process. It involves passing on knowledge, relationships, and power. Sorenson from University of Maryland discovered that "it is much easier to transfer knowledge and power than it is to transfer relationships. . . This continues to be the hardest part of the transition for me" (Sorenson, 2000, p. 140). Gabarro (1985) discovered that the single most salient factor differentiating successful from failed transitions was the quality of the manager's working relationships by the end of the first year. The underlying cause was the manager's inability to establish shared expectations with superiors and key staff members.

When academics move from their faculty role to an associate dean's position within or between universities, they experience organizational socialization (Van Maanen, 1978). One might ask, what part does the dean and university play in guiding the successful transition of academics into administration of the dean's office? Deliberately or unconsciously, deans use a number of tactics to prepare academics to fill

associate deans' roles. The decision to leave the socialization of newcomers to chance is, of itself, also a tactic.

While it is not apparent that deans use overt actions to socialize associate deans, the pattern of socialization that does occur tends to reinforce role innovation. The most extreme form of innovation likely occurs through a socialization process which is individual, informal, random, disjunctive, and involves investiture processes (Van Maanen & Schein, 1979). Thus, associate deans most likely experience socialization processes as similar to that received by deans, department chairs, and other academic leaders (Gmelch, 2000; Staton-Spicer & Spicer, 1987): individual, informal, random, variable, only moderately serial, and involving investiture. These characteristics of associate deans' socialization experience, the autonomy of colleges, and the informal interaction with the dean, on the one hand, provides great flexibility in defining associate deans' role and relationships, and yet, enough latitude to get lost if associate deans do not read the informal cues carefully.

Discussion and Implications

Mintzberg's three design parameters served as a sound frame to view associate deans' positions. The use of these parameters developed from the business sector provides a good basis for comparison to explore intricacies of positions in the academy. The nature of the academy is quite different than the business sector. The academy is driven by concepts of contributions (e.g., well educated graduates that contribute to society), while the business sector is driven by profit. Therefore, in a profit driven market, organization is key to efficiency. However, in the academy less attention is placed on these factors. Consequently, little attention has been placed on how individual

positions are designed and individuals socialized into the positions. Thus, using these parameters brings a conceptual framework on how to organize and operate a dean's office.

The analysis on job specialization reveals that the division of labor is frequently divided among two or three associate deans. This may be related to the resources available for administrative personnel in the dean's office, the scope of duties needed to be performed, the size of the college or school, and/or a reasonable number to manage and delegate responsibilities. More than two or three associate deans along with five department chairs may become an unmanageable size for a dean's leadership team. Also the dean's areas of delegation seem to be very specialized functions; therefore, making it only logical that an expert associate dean is hired to address certain functions. Furthermore, because of the specialized nature of these functions, a full-time person addressing these issues seems logical -- but not always financially or personally practical as most associate deans split their duties between administrative and academic responsibilities.

Lastly, it is posited that the number of associate deans is based on the type of university (research universities such as these Top 50 tend to have more associate deans than comprehensive universities), the size of the college or school (number of faculty and departments), and the degree of university centralization or decentralization of administrative duties and functions. For example, functional areas of the third associate dean (i.e., budget and finance, student affairs, and external affairs) seems as though these responsibilities are relegated to colleges and schools that operate in a decentralized

system. Overall, the design of associate deans' positions contained in TADD is consistent with Mintzberg's job specialization parameter, because of the clear division of labor.

The behavior of associate deans is highly formalized by function. The apparent purpose of associate deans is to carry out a function of the college or school. In this context, a function refers to the performance of any specialized purpose or office duty. Conventional wisdom suggests that positions are usually added to help with functional tasks. Additionally, by formalizing behavior by function, it is easier to organize and lead. Moreover, it provides a rational basis for communication of tasks and duties as well as a reporting system. Thus, it makes it easier to: understand who is in charge of what, provide associate deans with functional areas of responsibility and autonomy, evaluate and assess the productivity and responsiveness of the units, and modify the organizational structure when appropriate.

Very little information exists regarding the type of training and indoctrination (socialization) received by associate deans. With respect to associate deans' disciplinary background or training, of the 11 possible areas of training, five areas frequently surfaced (curriculum/instruction, teacher education, educational psychology, higher education, and other), although none show a clear trajectory to the associate deanship and only a few reveal a direct alignment to the duties of the position (e.g., curriculum and instruction for the associate dean duty of teacher education or finance for college business duties). Higher education and "other" surfaced because of the specialized function nature of the associate deans' roles. Higher education trained associate deans were often responsible for areas like student affairs and administration, while associate deans with "other" disciplinary backgrounds covered areas such as budget and finance, and external affairs.

By definition or initial employment conditions the level of training of associate deans is very consistent. The largest portion of associate deans (69.5%) posses the Doctor of Philosophy degree. This is not surprising, considering the Ph.D. is the entry card for most academic related positions in the academy.

Finally, the indoctrination (socialization) of associate deans is relatively non-existent. For the most part, associate deans, as is the case for all academic administrative positions are informally socialized on the job. Prior to the associate dean's position, incumbents might learn how to administer through committee work or in some cases, through serving as department chair. The socialization of academic leadership positions is heavily grounded in experiential learning and informal mentoring. However, being in the dean's office is significantly different from heading up a department. In contrast to the transformation of faculty into department chairs, new deans experience a more complete metamorphosis into academic leadership as depicted in Figure 4. If associate deans' socialization is left to chance, they enjoy a great deal of flexibility in defining their role and relationships, yet enough latitude to get lost in the milieu of administration.

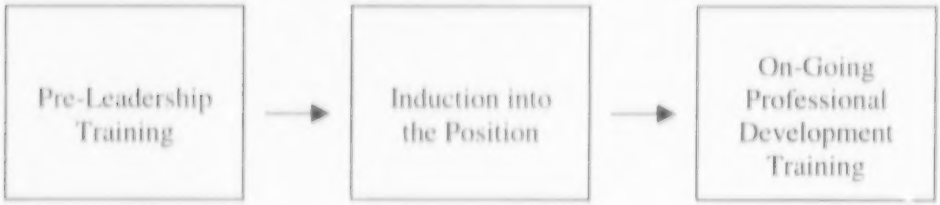
Figure 4. The Metamorphosis of the Dean

	Leadership	
From		To
Managing Tasks	~ ~ ~ ~ ~	Manipulating Symbols
Doing	~ ~ ~ ~ ~	Imagining
Fragmented	~ ~ ~ ~ ~	Focused
Professing	~ ~ ~ ~ ~	Persuading
Discipline Building	~ ~ ~ ~ ~	Coalition Building
	Academic Emphasis	
Personal Autonomy	~ ~ ~ ~ ~	Institutional Responsibility
Student-Centered	~ ~ ~ ~ ~	Learning-Centered
Knowledge Creator	~ ~ ~ ~ ~	Information Broker
Manuscripts	~ ~ ~ ~ ~	Memo's, Policies, Positions
	Social Orientation	
Personal Intimacy	~ ~ ~ ~ ~	Social Distance
Individual Reward	~ ~ ~ ~ ~	College Award
Autonomy	~ ~ ~ ~ ~	Accountability
Stability	~ ~ ~ ~ ~	Mobility
	Professional Development	
Individual	~ ~ ~ ~ ~	Team
Self-directed	~ ~ ~ ~ ~	Other-directed
	Conflict	
Self Interest	~ ~ ~ ~ ~	Community Interest
	Identity	
Scholar	~ ~ ~ ~ ~	Leader
Specialist	~ ~ ~ ~ ~	Generalist
Local	~ ~ ~ ~ ~	Cosmopolitan
Balance in life	~ ~ ~ ~ ~	"Getting a life"

The findings of this study have direct implications for the improvement of the design of the associate dean's position. An overarching view of the findings suggests that the associate dean's position fit within the three design parameters, with the exception of one component. The level of indoctrination (socialization) is very low to non-existent. Therefore, this study offers one proposition: to formalize the socialization process through structured experiential learning. The concept of experiential learning has become increasingly popular within the last two decades (Edwards, 1989; Rubin, 1988). Within the context of higher education, experiential learning refers to either a process of providing students with learning experiences full of active experimentation and reflection, or colleague-as-mentor models, wherein professional colleagues mentor one

another using a variety of methods such as cognitive coaching, peer mentoring, and collaborative mentoring (Morrison-Shetlar & Heinrich, 1999). To prepare effective associate deans, a three-phase model suggests training is needed at each stage of their development: (1) pre-leadership (i.e., preparation for leadership); (2) induction (i.e., training in the immediate survival skills required during the first six months in post); and (3) on-going (continual development of leadership skills and abilities) (Charles University, 1991) (see Figure 5).

Figure 5. Conceptual Model for Associate Deans' Socialization



While Figure 5 outlines a three-phase process for the socialization of associate deans, how long does it take to become socialized and establish peak performance? Gabarro (1987) and Gmelch (2000) suggest it takes up to two and a half years to master and executive position -- and professional development does not stop there. John Gardner (1987) points out, leadership development is a process that extends over many years; it calls for repeated opportunities for training and on the job experiences.

Rather than explicate numerous and specific training programs, we propose three spheres of influence needed to create the conditions essential to develop associate deans: (1) conceptual understanding of the unique roles and responsibilities; (2) the skills necessary to achieve the results through working with faculty, staff, students and other administrators; and (3) the practice of reflection to learn from past experiences and

perfect the art of leadership (Gmelch, 2001). These three spheres and their intersections (see Figure 6) serve as our analytical framework for what is needed to develop associate deans in the academy.

Figure 6. Spheres of Academic Leadership Development

First, conceptual knowledge or understanding is the ability to conceptualize the leadership role of the associate dean. Associate deans need to understand leadership from a conceptual or cognitive point of view – the functions, subject areas, mental models, frameworks, and role theories disclosed in this paper and in their own organization. As noted previously, the academy is not as tightly or as efficiently organized as corporations – thus, there are few parallel structures to associate deans in other organizations. Also functions of associate deans may be different given the context and organizational conditions of different types of colleges and universities. Whether it is in terms of functions, frames, roles, responsibilities, models or tasks, associate deans need to understand the dimensions of their position.

While the subject of this paper is primarily on understanding the position of associate deans, in order to perform the roles and responsibilities, associate deans need to

hone their skills – the second sphere of development. They can "formally" learn to develop their leadership skills through clinical approaches such as seminars, workshops and lecturettes, then practicing the principles through simulations, case studies, role playing, and action planning (see AACTE's Chairs Institute). Some skills such as communication, performance coaching, conflict resolution, negotiations and resource deployment are more readily teachable than complex competencies such as strategic vision which requires a long gestation period and involves a multiplicity of skills.

The third and most critical sphere for associate deans' professional development is reflective practice. Understanding the roles of the associate dean and skills required to be successful is not enough. Leadership development is an "inner" journey, often the most difficult part of professional growth. Jackie Blount's (2001) reflective journey of her first six months as associate dean provides tremendous insight into the growth process from self-reflection. Self-knowledge, personal awareness and corrective feedback must be a part of associate deans' leadership journey -- it is very much about finding one's voice.

The development of a valued experiential-based learning program for administrators require planning, commitment, and energy (National Policy Board, 1989), and should not be left to chance. One of the most glaring shortcomings in the leadership area is the scarcity of sound research on the training and development of leaders (Conger & Benjamin, 1999). Since many associate deans first received their training in their academic careers in research and teaching, they scarcely anticipate their current leadership positions, and thus have had minimal management training. This is true in corporate culture as well.

The head of a large corporation once said:

> We recruit you people fresh out of college, and for thirty years we reward them for keeping their noses to the grindstone, doing their narrow jobs unquestionably. Then when a top post opens up, we look around in frustration and say 'Where are the statesmen?' No one consciously intended to eliminate the statesman; but the organizational culture produced that result. (Gardner, 1987, p. 19)

We promulgate the same in higher education, socializing and rewarding our new Ph.Ds to become internationally renowned experts in narrow fields and then complain that no one is willing, nor prepared to be a generalist and serve as associate deans. The dean's office is central to setting direction, developing a community of scholars, and empowering faculty to achieve their potential (Wolverton & Gmelch, 2001). The development and organization of dean's office is central to the college's productivity and service to its constituents, it cannot be left to chance.

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